



Arts & Technology Education Centre

Annual School Plan

2025/26

Vision

To become an outstanding education centre that provides a student-oriented curriculum in arts and technology which aims at satisfying the needs of secondary students in their quest for an all-round education.

Mission

To foster a close relationship with partner schools in order to develop a school-based and student-oriented curriculum for the quality education of our students; and to encourage professional development of our staff for the enhancement of arts and technology education.

ARTS & TECHNOLOGY EDUCATION CENTRE

Annual School Plan

2025/26

Major Concerns

- 1. To develop students' 21st century skills for dynamic challenges through a holistic learning environment**
- 2. To foster students' holistic development by instilling proper values, and promoting their mental and physical well-being**

Major Concern 1: To develop students' 21st century skills for dynamic challenges through a holistic learning environment.

Feedback and follow-up actions from the previous school year (i.e. 2024/25 school year):

During the 2024/25 school year, feedback from stakeholders indicated steady progress in promoting student-centred learning and integrating STEAM education. Students responded positively to hands-on learning experiences, reporting increased motivation and confidence, particularly during collaborative work. Participation in academic competitions and talent showcases increased, reflecting a growing culture of recognition and celebration. In terms of assessment practices, formative approaches were more widely adopted, although greater consistency across departments was recommended. Students valued opportunities for peer and self-assessment but expressed a need for clearer rubrics and more structured feedback. In STEAM education, cross-disciplinary initiatives began to take shape, with pilot projects yielding promising results. Teachers welcomed professional development opportunities but requested additional time and support for collaborative planning. In response, the strategies for 2025/26 will focus on refining curriculum design tools, expanding resource banks, enhancing assessment literacy, and strengthening professional learning and collaboration in STEAM. These efforts aim to build on current momentum and address the identified areas for improvement.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To implement a student-centered approach to education promoting self-confidence, motivation and learning skills	a. To fine-tune the centre-based curriculum to incorporate principles of project-based learning, and other student-centred approaches that promote active engagement and critical thinking - To continue reviewing and refining the existing curriculum by embedding project-based units or modules that encourage student autonomy, active inquiry, and critical thinking, while explicitly linking tasks to real-world contexts to enhance relevance, aiming to increase motivation, creativity, collaboration, and problem-solving skills. - To continue developing a repository of resources, exemplars, and planning tools to	80% of teachers agree that students demonstrate increased engagement and active participation in learning activities, with noticeable improvements in critical thinking, problem-solving, and collaboration skills.	- Stakeholder survey - Teachers' observation - Surveys and feedback from students and teachers - Lesson observation - Assignment Inspection - Record of students' participation in competitions	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	support subject departments in designing and implementing effective project-based and student-centred learning experiences. b. To empower students by providing opportunities for competitions and display of their talents • To expand student participation in subject-specific and interdisciplinary competitions that promote creativity, communication, problem-solving, and self-confidence. • To increase opportunities for showcasing student talents through exhibitions, performances, classroom displays, and centre-wide events, reinforcing a culture of recognition and celebration of achievement. c. To employ varied assessment methods and provide continuous feedback for promoting assessment for learning and self-reflection in learning. • To strengthen assessment for learning by employing diverse assessment modes (e.g., performance tasks, portfolios, presentations) and providing regular, formative feedback that supports reflection and improvement. • To provide more opportunities for peer assessment and self-evaluation, supported by checklists and reflection tools, encouraging students to monitor their own learning and set personal goals for growth.	• The average scores related to students' confidence and learning motivation are above 3 in Stakeholder Surveys. • Students show greater self-reflection in their learning processes.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	d. ★Enhancing Teaching Through Collaborative Lesson Planning To provide a structured platform for teachers to co-design lessons, align them with shared goals, integrate interdisciplinary themes, apply real-world contexts, and exchange ideas, resources, and strategies.					
<u>1.2</u> To empower students as innovators through fostering problem-solving skills, creativity and collaboration skills	a. To infuse principles regarding STEAM education across various subjects, offering students a comprehensive grasp of its applications across disciplines - To coordinate cross-disciplinary planning and implementation of STEAM education through the STEAM Education Committee, fostering thematic integration, unified learning outcomes, and interdisciplinary coherence in student learning experiences. b. To foster professional development for enhancing the efficacy of STEAM education - To strengthen teacher capacity by promoting participation in professional development programmes focused on STEAM pedagogy, interdisciplinary curriculum design, and innovation in teaching practices. - To facilitate the ongoing sharing of insights and good practices through departmental meetings, cross-panel collaboration, and the promotion of a community of practice focused on effective STEAM education.	80% of teachers agree that student engagement in STEAM-related activities and projects has increased, alongside improved performance in problem-solving and creative tasks. - Observable improvement in students' collaboration during interdisciplinary STEAM projects.	- Stakeholder survey - Teachers' observation - Surveys and feedback from students and teachers - Lesson observation - Assignment Inspection - Record of students' participation in competitions	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	c. To ignite students’ passion for innovation and creativity by enriching their learning experience and resources • To invest in STEAM-related equipment, digital tools, and materials to enhance the quality of hands-on learning and support innovative exploration across disciplines. • To offer students more opportunities to participate in STEAM activities, challenges, and competitions — such as STEAM fairs and innovation showcases — allowing them to present their work, demonstrate applied skills, and cultivate a passion for learning through creativity and discovery.					

Major Concern 2: To foster students' holistic development by instilling proper values, and promoting their mental and physical well-being.

Feedback and follow-up actions from the previous school year (i.e. 2024/25 school year):

During the 2024/25 school year, significant progress was made in promoting the core values of National Identity, Respect for Others, and Commitment through integrated teaching, learning activities, and centre-wide events. The incorporation of these values into the curriculum and assemblies successfully fostered greater awareness and active engagement among students. Competitions such as slogan and gratitude card design attracted enthusiastic participation, with winning entries prominently displayed to reinforce the key messages throughout the centre. The experiential approach to Chinese cultural education was well-received, with students actively involved in interdisciplinary projects, including traditional crafts, calligraphy, and other cultural activities. Collaborative mural art projects effectively enhanced students' sense of cultural pride. However, there is room for improvement through stronger cross-departmental coordination to further enrich these initiatives. Recognition programs like the "ATEC Star Award" had a positive impact on student behavior and peer support, contributing to a more encouraging and supportive centre environment. Moving forward, the centre will focus on better integrating values education into the curriculum, particularly by combining values such as filial piety with an appreciation of Chinese culture during collaborative heritage projects like large-scale artworks and cultural displays. Efforts will also be made to enhance parental engagement, especially through online activities that align home and centre values. Continued professional support will be provided to staff to strengthen their ability to support students' mental health. Additionally, the centre will maximize the use of 「閒•THE Library」 as a wellness space to further improve mental health support for students.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To instill proper values, positive attitudes, and appropriate behavior in students through a values-based curriculum and centre culture	a. To instill proper values of National Identity (國民身份認同) and Filial Piety (孝親) through a variety of teaching and learning activities, talks, and co-curricular programmes To incorporate the school year's core values into curricula, lesson plans and interactive activities, and to deliver short talks during assemblies, thereby fostering a consistent and widespread culture of these priority values within the centre community.	60% of students and teachers acknowledge an observable improvement in the embodiment of core values, including National Identity and Filial Piety among students. - The average	- Stakeholder survey - APASO (KPM17) data from Partner Schools - Teachers' observation - Surveys and feedback from students and teachers	Whole School Year	Discipline & Guidance Committee, Subject Departments and Functional Teams	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- To organize competitions (e.g., slogan design, poster design, greeting card design, etc.) centered on the school year's core values, aimed at encouraging students to engage in reflective thinking. Winning entries will be showcased throughout the centre to reinforce their significance. Additionally, online activities for parents will be organized to align home strategies with centre initiatives, reinforcing values, discipline, and well-being practices consistently. b. To nurture an understanding and appreciation of Chinese culture through an experiential and informal curriculum for promoting cultural inheritance and national identity - To integrate Chinese cultural elements into various subjects, such as traditional woodworking projects in Design and Technology, Chinese calligraphy and painting in Visual Arts, Chinese embroidery and iconic dishes in Technology and Living, and the exploration of Chinese opera and music in the Music department. - To coordinate collaborative heritage projects, such as large-scale artworks or cultural displays, where students design artifacts like decorative lantern, family	scores related to instilling students with positive values and attitudes are above 3 in Stakeholder Surveys. 60% students agree that the strategies adopted are effective in promoting their understanding and appreciation of Chinese culture.	- Record of students' participation in activities - Record of Students' positive and negative behaviour			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	trees or heritage boards, allowing them to express cultural pride and core values. c. To implement systems for recognising and rewarding student positive behaviour for reinforcement and encouragement • To recognise and celebrate positive behaviour in students through a centre-wide acknowledgment programme “ATEC Star Award”, publicly acknowledging students who exhibit exemplary behavior. • To promote peer recognition by empowering students to nominate classmates who demonstrate commendable attitudes, thereby fostering a culture of mutual encouragement and teamwork. • To reinforce the values of the school year among students by recognising classes that consistently uphold positive attitude and behavior.					
<u>2.2</u> To foster students’ mental and physical well-being by promoting a balanced and healthy lifestyle	a. To cultivate students’ mental well-being through diverse means and endeavors • To naturally incorporate brief daily mindfulness exercises into lessons—such as three-minute meditations or breathing routines before peer critiques—to help students manage stress, improve focus, and foster a calm, reflective classroom atmosphere conducive to learning. • To provide opportunities for students to	● 60% of students and teachers acknowledge an increased understanding of mental health issues among students and development of better emotional	• Stakeholder Survey • APASO (KPM17) data from Partner Schools • Teachers’ observation • Surveys and feedback from	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	express their emotions through artistic channels, such as creating visual artworks (e.g. Zentangle) and composing songs that reflect their feelings and experiences, thereby creating a healthy outlet for emotional expression and a platform to acknowledge their efforts. - To foster a supportive and caring centre culture through programmes that enhance mental health literacy, build resilience, and promote mutual support and appreciation among students. - To use the「開•THE Library」as a personal wellness space, providing students with a calm environment to relax, featuring items such as stress balls, calming tools, cushions, and other comfort resources to support their mental well-being. b. To integrate nutrition education into curriculum of Technology and Living, emphasising the significance of balanced diets and healthy cooking practices, and to motivate students to delve into culinary arts as a way to foster healthy eating habits - To engage students in designing balanced, budget-conscious meals as part of project work, encouraging creativity and awareness of dietary principles. - To organise thematic cooking	regulation and stress management skills. - The average scores related to promoting a caring and supportive centre culture are above 3 in Stakeholder Survey. 60% of students agree that the strategies adopted are effective in promoting healthy eating habits, contributing to the enhancement of physical well-being among students.	students and teachers Record of students' participation in activities			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	competitions, where students demonstrate healthy cooking techniques and nutritional knowledge, with recognition awarded for innovation and healthfulness. - To provide opportunities for student leadership through roles such as health and nutrition ambassadors, allowing them to lead peer activities, promote awareness, and support the centre's broader well-being initiatives. c. To implement staff professional development programmes for empowering their support to students' well-being - To maintain ongoing communication of health resources, such as updates from the Department of Health's Student Health Service and access to support services, while also nominating teachers to receive targeted training. This training aims to enhance their ability to identify and address student mental health needs, including the integration of mindfulness and relaxation strategies within classroom settings.					

Use of Capacity Enhancement Grant 2025/26

Area: Employment of THREE Full-Time Staff: 3 Teaching Assistants

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method of Evaluation	People in Charge
Learning and Teaching	1. To relieve teachers' workload by assisting in the development of the school-based curriculum, preparation of teaching materials, and performing non-teaching duties.	Employment of 3TAs: Teaching Assistant For 4 Departments They will also assist in the work of the Library and other duties assigned by school.	1. Teachers receive support in the development of the school-based curriculum and the revision of teaching materials to cater for learner diversity, promote e-Learning, and enhance STEAM Education.	Sept. 25 to Aug. 26	Salary + 5% MPF of NCSC staff for the academic year 3 TAs: \$18,895 x 1.05 x 12 m x 3 = \$714,231 TOTAL: <i>(salary adjustment: +0.0%)</i> = \$714,231	1. Teachers have more time to develop the curriculum and prepare teaching materials to cater for learner diversity and promote e-learning.	1. Feedback from teachers 2. Performance appraisal of teaching assistants	1. Assistant Principal 2. Heads of Departments: DT, TL, VA, MU
	2. To provide more learning opportunities for students. 3. To alleviate teachers' workloads, enabling them to focus more on addressing learner diversity.		2. Both teachers and students receive support in the implementation of life-wide learning activities and co-curricular programmes. 3. Teachers are relieved from some of their non-teaching duties.		Remarks: Sources of Funding: Capacity Enhancement Grant 2025/26: \$452,466 Other Education Purpose 2025/26: \$162,564 Teacher Relief Grant 2025/26: <u>\$99,201</u> Total: \$714,231			